District Assessment Plan

Wellington-Napoleon R9
District Assessment Plan
2020_2021

Introduction : The Purpose of the Assessment Program

Assessment is a critical component of school improvement and is essential to ensure quality classroom instruction and learning for all students. The ongoing use of diagnostic, formative, and summative assessments help educators monitor student learning, adjust instruction, provide intervention strategies, and improve programming. Feedback from assessments also helps students and parents by communicating progress toward mastery of content and skills, highlighting areas of strength, and identifying possible opportunities for growth.

At Wellington-Napoleon R-9, assessments take many forms including traditional tests and quizzes, in addition to screenings, surveys, exit slips, performance events, and more. Formative assessments guide next steps for learning, gauge and communicate student mastery of learning standards, diagnose specific areas where instructional programming can improve right away, inform classroom teaching, and predict future achievement. Summative assessments measure instructional quality, support the evaluation of educator effectiveness, measure program efficacy, inform system accountability measures, and provide for comparison to other schools and districts.

Missouri school districts are required to develop a testing plan that meets the standards of the Department of Elementary and Secondary Education (DESE). These plans must include the Missouri Assessment Program (MAP) tests and assessment of the Missouri Learning Standards that are not assessed through MAP. The Wellington-Napoleon R-9 District accomplishes this by designing district curriculum and assessments that align with the Missouri Learning Standards. Each year the district curriculum and the assessment plan must be approved by the Board of Education.

The District Assessment Plan is a balanced assessment program designed to provide the information necessary to make important instructional and programmatic decisions. Achievement assessments, when administered and interpreted properly, provide schools with valuable information that can be used to improve instruction and educational programs. It is the goal that all Wellington-Napoleon students achieve at a

high level. This goal is actualized when teachers ensure that students learn the curriculum and are prepared to demonstrate their knowledge and skills on tests. In this context, this assessment program is a vital support of student learning.

Wellington-Napoleon R-9 Board Policy IL-1 Assessment Program:
Original Adopted Date: 08/12/2008 Last Revised Date: 03/20/2019

The district will use high-quality academic assessments as one indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the district wide assessment plan are to facilitate and provide information for the following:

1. Student Achievement – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.

2. Student Guidance – To serve as a tool for implementing the district's student guidance program.
3. Instructional Change – To provide data that will assist in the preparation of recommendations for instructional program changes to:
   a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
   b. Help the professional staff formulate and recommend instructional policy.
   c. Help the Board of Education adopt instructional policies.
4. School and District Evaluation – To provide indicators of the progress of the district and individual schools toward established goals.
5. Accreditation – To ensure the district obtains and maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment

The district will administer a reading assessment to students in third, fourth, fifth and sixth grades to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method or combination of methods of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of district English Learner students in kindergarten through grade 12.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the challenging academic standards set forth by the Missouri State Board of Education. The assessments will be

the same for all students in the district, including those students identified as migratory or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

EOC examinations may be waived for:

1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;
2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and
3. Foreign exchange students.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Progress as required by law.

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT

Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

ACT/WorkKeys at State Expense

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

ACT/WorkKeys at District Expense

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

High School Equivalency Examination

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

Parental Notice

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no such policy, and the district expects all students to participate in all district or statewide assessments.

The district shall post on the district's website and, where practicable, on the website of each school in the district for each grade level in the district, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the

purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Access to Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if the assessments are funded by the state. These student scores shall not affect district accountability.

Testing Calendar 2020/2021 District Testing Calendar

Assessment	Grade/Level	Cost	Date
ACT	10th - 12th Grade	$46 (students cover own cost)	Fall and Early Spring
PreACT	Any 10th grade student not taking ACT	$13.00 / student *we receive $1.00 discount per student due to participating in ACT District Testing	Spring
PreACT 8/9	9th Grade	$13.00 / student *we receive $1.00	Spring

		discount per student due to participating in ACT District Testing	
EOC - Biology	Students who have passed Biology	$1.80 / student	Spring
ECO - Algebra 1	Students who have passed Algebra 1	$1.80 / student	Spring
EOC - English 2	Students who have passed English 2	$1.80 / student	Spring
EOC - Government	Students who have passed Government	No Cost	Spring
EOC - Personal Finance	Students who have passed Personal Finance	No Cost	Fall and Spring
EOC - American History	Students who have passed American History	$1.88 / student	Spring
EOC - Physical Science	Students who have passed Physical Science	$1.88 / student	Spring
EOC - Algebra 2	Students who have passed Algebra 2	$1.88 / student	Spring
MAP - Comm Arts and Math	Grade 3,4, 5, 6, 7, 8	$1.80 / student	Spring
MAP- Science	Grade 5, 8	$1.80 / student	Spring
Technical Skills Assessment	Any student completing an approved Career Technical Education program	Varies	Spring
ASVAB	11th Grade, Any interested 12th	No Cost	Fall

	Grade student		

Provisions
Accessibility for Special Populations
Modification of the standardized testing procedures is allowable under the conditions specified in the 1989 Assessment Standards for students with an Individualized Education Program (IEP), English Language Learner (ELL) students, or students with a Section 504 Individualized Accommodation Plan (IAP). Under certain circumstances, students with an IEP and ELL students may be exempt from certain testing. Accommodation and exemption procedures follow those currently outlined by the Department of Elementary and Secondary Education (DESE).

Professional Learning Directly Related to the Assessment Program
Wellington-Napoleon School District believes that comprehensive, ongoing professional learning is central to school improvement and student success. To that end, Wellington-Napoleon R-9 professional learning promotes continuous professional growth in a supportive environment by enhancing the knowledge and skills of all staff, with the expectation that doing so will also raise the levels of student performance. The topics related to state and district-wide assessment addressed in Wellington-Napoleon professional learning offerings include:
● How to analyze data to determine strengths and weaknesses
● How to use the results of data analysis as a means of making changes in programs, instruction, curriculum, and assessment
● How to use achievement data (disaggregated by race/ethnicity, gender, disability, LEP, migrant, etc.) to determine changes that need to be made to improve performance of any subgroup that is lagging behind the overall student population
● Sharing best practices related to test-taking strategies with students
● How to identify learner skills and needs for differentiation and subsequent instructional strategies to use in classrooms that will promote academic success
● How to create classroom assessments, performance-based classroom activities/assessments and scoring scales (i.e., diagnostic assessments, formative assessments, and summative assessments)
● How to develop strategies to monitor student performance and adjust instruction accordingly on an ongoing basis
● How to develop and use strategies that will assess the Missouri Learning Standards not assessed by the MAP and how to monitor performance standards to be assessed locally
● How to help students understand the purpose of assessment and testing

● How to involve students in the assessment process (i.e., goal setting and assessing their own progress towards goals set)
● How to provide specific feedback to students for improved performance
Wellington-Napoleon School District operates on the premise that high quality professional learning as it relates to student assessment will lead to higher levels of learning for all students by ensuring that instructional decisions are informed by careful analysis and assessment of student achievement data. The district's goal is to create an assessment-literate culture of educators who implement assessment for learning on a daily basis.

Test Security Board Policy ILA: Test Integrity and Security
Original Adopted Date: 08/12/2008 Last Revised Date: 06/11/2014

Accurate information about student performance is integral to the district's mission of improving student achievement. In order to make sure the information is valid, the district must protect the integrity of the testing process. This policy shall become part of the district assessment plan. All staff associated with the assessment process are responsible for understanding and implementing the security measures in this policy. For the purposes of this policy, "staff associated with the assessment process" includes test coordinators, examiners, translators, proctors and any district staff who have responsibilities in providing, monitoring or overseeing student testing as designated by the superintendent or designee.

Test Security

Unless allowed by specific test protocol, tests shall not be read, scored, reviewed, photocopied, duplicated, scanned, transported or made accessible to staff not associated with the assessment process. Staff associated with the assessment process shall not discuss, either in writing or verbally, specific items on the assessment. Such discussion breaches both the security and integrity of the assessment and may result in an invalidation or loss of scores for accountability purposes.

Unless allowed by specific test protocol, staff associated with the assessment process are prohibited from reviewing the test materials or questions prior to, during or after testing. Before and after test administration, test materials must be kept in a locked room or cabinet in the school building, but outside the classroom, to prevent unauthorized access. All test materials must be returned to the district test coordinator after the assessment is administered.

Similar test security precautions apply to online testing.

Training

The district will train all district staff associated with the assessment process in accordance with test protocol. The training will include topics required or recommended by the specific test or by the company administering the testing as well as training on the requirements of this policy.

Test Coordinator Roles

The superintendent or designee will appoint a districtwide test coordinator who will:

1. View all assessment manuals and training provided by the Department of Elementary and Secondary Education (DESE) and stay informed of all relevant communication regarding the various assessment instruments.
2. Be responsible for training all school test coordinators, test examiners and other staff associated with the assessment process on testing procedures using appropriate training materials.
3. Keep a record of when staff associated with the assessment process are trained and provide that record to the appropriate parties, if required.
4. Restrict access to all secure testing materials prior to testing, including student test books, manipulatives and passwords or other access to electronic testing materials.
5. Ensure that beyond the initial checking and sorting, test materials remain untouched until they are distributed for test administration.
6. During the transcription process, ensure that all tests that need to be transcribed are kept secure from unauthorized access. All materials and any copies generated shall be returned to the testing coordinator after use.
7. Maintain the district's testing schedule and be prepared to provide such schedule upon request. Should the schedule change in any way, the test coordinator must update this information and document the reasons for the change.
8. Organize and deliver testing materials to each building and/or classroom and ensure that all responsible district staff have sufficient quantities of testing materials, or designate specifically trained persons to do so.
9. Ensure that only the test coordinators and staff associated with the assessment process have access to test materials.

10. After test administration, collect and account for all testing materials from each school in the district as well as any out-of-district schools where the students attend alternative programs.

General Test Administration

1. All standardized and statewide tests will be administered in compliance with testing guidelines provided by the company producing or administering the test and DESE when applicable.
2. The district shall inform parents/guardians of the district's testing schedule.
3. Students will be encouraged to use restroom facilities, get drinks and take care of other needs before beginning the test.
4. No individuals other than the test administrator or proctor and the students taking the test shall be allowed in the testing room during the testing session unless otherwise approved by the test coordinator.
5. Electronic communication, including mobile and imaging devices, must not be accessible during any portion of the testing session. These types of devices must be turned off and not readily visible at any time during the testing session.
6. After testing, all used draft, scratch, grid or unlabeled graph paper, student test directions and printed manuals shall be collected and securely destroyed.
7. Students will be permitted to use certain materials, such as calculators or thesauri, when directed by the specific test.

Paper-and-Pencil Testing

1. Test materials will be delivered to each building before the day of the test and distributed by staff associated with the assessment process immediately prior to testing. Students will not receive test materials until the time testing begins. No other persons will have access to the testing materials.
2. If students must leave the room during testing, they will be instructed to secure their test materials in accordance with the specific test protocol before leaving their seats.
3. If a test is to be administered over a series of days, the test administrator or proctor shall collect and count all test materials each day immediately following testing and store the test materials in a locked facility.
4. After the test has been fully administered, the test coordinator will immediately collect the test materials from the test administrators or proctors, organize them according to instructions and securely store them in accordance with this policy.
5. Test materials will be recounted by the test coordinator, and these counts will be documented and checked against pre-administration counts.

6. The test coordinator or designee will sort and package test materials according to directions from the assessment company and send them for scoring as expediently as possible.

Online Testing

1. Prior to testing, the district shall provide students with experience using relevant technology equipment, such as computers, laptops and tablet devices.
2. All computer workstations used during testing will be examined to ensure they are clean and free from any notes, papers, books and other information.
3. The district will perform site certification procedures prior to each testing window.
4. Workstations will have adequate space between them so that students are not able to view each other's screens.

Sanctions Against Improper or Unethical Practices

The security measures outlined in this document should help prevent improper or unethical practices. Improper and unethical practices include, but are not limited to:

1. Violating any provision of this policy.
2. Copying any part of the standardized test materials or online test unless authorized by test protocol.
3. Removing any test materials from the secure storage area except during test administration or accessing test questions prior to when the test is given, unless authorized by the test coordinator and otherwise allowed by test protocol.
4. Copying, printing, downloading or duplicating in any way any part of an online assessment for any reason unless authorized by the test coordinator and otherwise allowed by test protocol.
5. Failing to return all test materials following test administration.
6. Directly teaching any actual test item or taking actions to discover test items included on a test.
7. Altering in any way a student's responses on a test.
8. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or copy off each other's work; and altering test administration procedures in any other way to give students an unfair advantage.
9. Administrators or other staff members pressuring or encouraging teachers to engage in any of the aforementioned improper or unethical practices.

All district staff are required to immediately report to the district test coordinator any suspicion that this policy has been violated. An immediate investigation will occur if a district staff person is suspected of engaging in any improper or unethical practice. If the allegations against the staff person are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken, including termination.

The district will conduct an investigation of any student suspected of engaging in any improper or unethical practice. If allegations are proven, the student will be disciplined in accordance with district policy.

Administrators and test examiners are responsible for reporting any improper or unethical behaviors to DESE's Assessment Section or in accordance with specific testing protocol.

Assessment Descriptions

Statewide Assessments

The Missouri State Board of Education and the Department of Elementary and Secondary Education (DESE) define the Missouri Assessment Program (MAP) for all public school systems in the state of Missouri. The Missouri Assessment Program consists of the following components:

Missouri Assessment Program

Assessment	Purpose	Population	How Results Are Used
MAP Grade-Level Assessments	As part of the state assessment plan, these grade-level summative assessments provide information regarding student attainment of Missouri Learning Standards in English Language Arts, Mathematics, and Science.	Grades 3, 4, 6, 7 (English Language Arts and Mathematics) Grades 5 & 8 (English Language Arts, Mathematics, and Science)	Student-level reports are provided to families. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs.
MAP End-Of-Course Assessments (EOC)	As part of the state assessment plan, end-of-course summative assessments provide information regarding student attainment of Missouri Course-Level-Expectations	Students completing courses aligned with Algebra I, Biology, English II, and Government (Algebra II for students completing Algebra I prior to grade 9)	Student-level reports are provided to families. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs.

	(CLEs) in English Language Arts, Mathematics, Science, and Social Studies.		
MAP-Alternate (MAP-A)	(MAP-A) As part of the state assessment plan, this end-of-grade, alternate assessment is required for students with the most significant cognitive disabilities. Depending on the student's grade level, the areas assessed may include online assessments in English Language Arts, Mathematics, and Science.	Only those students with the most significant cognitive disabilities Grades 3-8 & 11 (English Language Arts and Math) Grades 5, 8, 11 (English Language Arts, Math, and Science)	Performance data are returned to districts in the fall of the school year following testing. Student-level reports are provided to families. Data are used at the state level for accountability and at the district/school/classroom level to monitor and improve instructional programs.
W-APT (K) Online Screener ACCESS for ELLs 2.0	As part of the state assessment plan, the screener and assessment evaluate student English language proficiency in listening, speaking, reading, and writing for English Language Learner (ELL) students.	Students in grades K-12 eligible for ELL services	Data are returned to districts in the spring of the school year. Student-level reports are provided to families. Data are used at the state level for accountability and at the district /school/classroom level to monitor and improve instructional programs.

Local Assessments

In addition to required state tests, a variety of locally-determined assessments are used in Wellington-Napoleon. These assessments are selected according to identified needs and priorities.

District Created Assessments

Teachers develop classroom assessments which align with the district priority standards contained within each unit. A variety of assessment types are used including diagnostic (to reveal specific areas of difficulty), formative (to provide fast feedback which guides next-step learning), and summative (to gauge mastery of learning objectives). The results of diagnostic assessments will be used to determine various readiness levels and to assist the teacher in planning for instruction differentiated to individual student needs. The data from both formal and informal formative assessments will be used to determine whether to extend, intervene, reteach, and/or reassess essential learning objectives. The summative assessment is utilized at the end of instruction for a particular unit to assess the comprehensive level of proficiency of each student related to the major learning objectives within the unit of instruction. With the data from these

unit assessments, teachers develop a plan to support students who are not proficient, while moving on to the next unit. Teams of teachers also use this data to reflect on the instructional process and make adjustments that will enhance teaching and learning.

Wellington-Napoleon teachers use the STAR Early Literacy screener. This screener will be administered individually to each student in kindergarten and as needed for students missing skills in first grade. It provides teachers with information regarding a student's phonological and phonemic awareness as well as letter recognition. Data from this assessment will be analyzed to identify strengths and next steps for each student.

Voluntary Assessments
Students may participate in a variety of voluntary assessments based upon their interests. Examples of these assessments include Advanced Placement (AP), PSAT, SAT, ACT, and ASVAB. Additional information regarding these assessments can be obtained by contacting the student's school.